VIRGINIA DEPARTMENT OF EDUCATION

DISTANCE EDUCATION POLICY
FOR VIRGINIA ADULT EDUCATION AND
LITERACY PROGRAMS

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VIRGINIA DEPARTMENT OF EDUCATION
DIVISION OF
**TECHNOLOGY, CAREER &
ADULT EDUCATION**
OFFICE OF ADULT EDUCATION & LITERACY SERVICES

**P.O. BOX 2120
RICHMOND, VA 23218-2120**

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I. INTRODUCTION

A. NEED FOR A DISTANCE EDUCATION REPORTING POLICY

This policy defines distance education for adult education programs in Virginia and provides guidelines by which programs can report adult learners' distance education hours to the National Reporting System (NRS). The goal of this policy is to describe the types of activities and curricula approved for distance education and outline the requirements and procedures for reporting distance education activities to NRS.

Policy 1.1
Adult education programs must follow the steps and processes described in this document to report distance education classes and related student attendance into the state approved data management system.

Distance education, especially distance education delivered through networked computer technologies or other high-tech delivery methods, can not only provide adults with a convenient and effective way to increase their language, reading, writing, and math skills, but also helps them develop the skills needed to participate fully in the 21st Century workplace. While access to networked computer technology has been a significant barrier for adults interested in participating in distance education, it is less of a factor today, as a growing number of Americans now own computers and have broadband Internet connections in their home.

Increasingly, employers expect, even require, employees to have the ability to use common computer technologies and productivity software, as well as to possess the skills to use these tools to communicate, collaborate, and solve problems. By participating in distance education, adults have the opportunity to develop a facility using these tools, making them better prepared to enter into or advance within the modern workforce.

Another benefit of offering distance education is the opportunity to reduce or reallocate program costs, especially during times of fiscal belt-tightening and reduced budgets. By providing motivated and prepared adult learners opportunities to participate in distance education, often independently and at their own pace, programs may be able to devote more resources to students who need classroom or individualized support.

II.   DEFINITIONS AND REQUIREMENTS

A. DEFINITION OF DISTANCE EDUCATION

The federal Office of Vocational and Adult Education defines distance education for adult education programs as follows.

Distance education is a formal learning activity where students and instructors are separated by geography, time, or both for the majority of the instructional period.* Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, television broadcasts, computer software, web-based interaction, and other online technologies. Teachers support distance learners through communication via mail, telephone, e-mail, or other web-based technologies or software.

* Completion of instructional activities in a computer lab for traditional classes does not qualify as distance education.

B. DEFINITION OF ADULT EDUCATION LEARNERS

With the inclusion of distance education as a reportable educational activity, each adult basic education student will be identified as one of two types of learners:

- *Traditional learners*: Traditional learners are students who receive the majority of their instruction through traditional, face-to-face instruction.

- *Distance learners*: Distance learners are students who receive a majority of their instruction through approved distance education services.

Policy 2.1
Every adult basic education student must be identified as either a traditional learner or a distance learner.

A student is classified as a distance learner if the majority of the student's hours earned in a program year are derived by his or her participation in distance learning activities. However, a student's hours in *both* distance and classroom activities must be reported into the data management system.

PERSONAL COMPETENCIES

Distance education may not be the right solution for every adult education learner. Identifying the type of adult populations (e.g. ABE, ASE, ESOL, Fast Track GED) to be served and their required minimum NRS-levels, as well as other required competencies, are essential first steps in creating an effective distance education program. For adults to be successful using distance education, they require the appropriate language, reading, mathematics, and writing skills that will enable them to follow written directions, work independently, and communicate effectively. The selected distance education curricula must also be appropriate for the targeted learner population both in content and level of technical complexity.

The following personal competencies should be considered when evaluating the appropriateness of distance education for adult learners. While these competencies are not as easily measured as reading, math, and language skills, they may be ascertained through a thorough and comprehensive intake/interview process.

- Motivation
- Self-direction
- Time management and organizational skills
- Network of support
- Telephone and Internet access

TECHNOLOGICAL KNOWLEDGE

The following technological knowledge should be considered when evaluating the appropriateness of distance education activities mediated by technology. A sample intake technology questionnaire that may be helpful to programs is included in Appendix C.

- Demonstrated facility with basic technology use, such as sending and replying to e-mail, using a Web browser, downloading, opening, and saving electronic files, and filling out Web-based fields and forms
- Regular access to computer technology with Internet access through the use of a personal or publicly available computer
- E-mail account

C. APPROVED DISTANCE EDUCATION HOURS

There are two types of student hours that may be counted for reporting purposes: *contact hours* and *proxy hours.*

CONTACT HOURS

Contact hours are defined as time spent interacting with the learner. Contact hours for distance education students can be a combination of actual face-to-face contact and contact by telephone, video, teleconference, or other online communication where student and program staff are able to interact and through which learner identity is verifiable. Face-to-face interaction includes student intake & orientation, assessment, goal setting, counseling, and classroom-based skills training.

A distance learner may be reported in the NRS data system once twelve (12) contact hours have been completed.

PROXY HOURS

Proxy hours are defined as the time distance education students spend engaged in *approved* distance education activities, such as using distance education curricula. The hours for each approved activity are calculated using one of three models:

I. *Clock-time*: This model assigns contact hours based on the elapsed time that a learner is connected to or engaged in an online or stand alone software program that tracks time.

II. *Teacher Verification*: This model assigns a fixed number of hours of credit for each assignment based on the teacher's determination of the extent to which a learner engaged in, or completed, the assignment.

III. *Learner Mastery*: This model assigns a fixed number of hours of credit based on the learner's demonstrated mastery of the content of a lesson. This model requires previous engagement by the student on curriculum and materials related to the test. A high percentage of correct responses on the mastery test earns the credit hours attached to the material.

D. APPROVED DISTANCE EDUCATION CURRICULA

Policy 2.2
Only hours spent engaged with OAEL-approved distance education curricula can be reported in the NRS Web-based data management system.

See Appendix A for a list of currently approved distance education curricula and their respective, approved proxy-hour models.

As new distance education materials become available, OAEL reserves the right to review and consider the impact of approving them for state use and reporting. A review of approved distance education materials will be conducted annually as needed. OAEL will establish a committee of professionals to review the distance education materials. If programs wish to use curricula and/or materials not identified in Appendix A, these new curricula or materials must be submitted to OAEL for review and approval before proxy hours may be reported for students using the proposed new distance education curricula. See Appendix B for a form that programs may use to request review of curricula or materials.

ELEARNVA
Programs that wish to provide distance education opportunities to their learners are encouraged to take advantage eLearnVA – the OAEL-supported distance education portal managed by staff at the Virginia Adult Learning Resource Center. This resource is available for distance education use by any approved adult education program.

eLearnVA screens learners for both level of motivation and ability to work independently to ensure they are appropriate for distance education and that they will be successful in achieving their educational goals. Once formally enrolled, each eLearnVA learner is assigned a trained online mentor who provides support through both e-mail and telephone communication. Weekly contact and proxy hours for each eLearnVA student are tracked and shared with partnering local programs through an accessible online database.

III. ASSESSMENT AND REPORTING

A. ACCOMMODATING LEARNERS WITH DISABILITIES OR OTHER SPECIAL NEEDS

Policy 3.1
Learners with professionally certified documentation, issued within five years prior to program registration, who self-disclose a given physical, mental, or emotional disability must be provided appropriate accommodations for participating in a distance education program.

If a learner self-identifies a disability, it is the responsibility of the distance education program to provide reasonable accommodations. Programs may not deny or prevent access to services based on a learner's disability. Under certain conditions, the program may be required to absorb the costs related to the accommodation(s). By not providing appropriate accommodations for individuals with documented disabilities programs could find themselves in violation of federal law.

B. ASSESSMENT OF DISTANCE EDUCATION LEARNERS

Policy 3.2
All potential distance education students must be given an approved assessment and meet all of the policy guidelines as identified in the *Assessment Policy for Virginia Adult Education and Literacy Programs***.**

All assessments must be administered in a proctored, face-to-face setting. Pre-tests must be administered within the first six hours of instruction. Post-tests must be administered according to the testing specifications of the assessment as identified by the test publisher. If a post-test is administered before the required minimum number of instructional hours, a waiver must be identified and reported as outlined in the *Assessment Policy for Virginia Adult Education and Literacy Programs*.

C. REPORTING DISTANCE EDUCATION LEARNERS

Policy 3.3
Programs must report all required NRS data on distance education students in the state approved data management system.

A student is classified as a distance learner if the majority of contact hours earned in a program year are derived from proxy hours. Non-proxy and proxy contact hours will be recorded in separate fields in the NRS Web-based data system. The decision about the student's status as a classroom or distance learner will be made at the end of the year when a student's proxy and non-proxy hours are compared. If a learner has more than 50% of the instructional hours reported as proxy, he or she will be identified as a distance learner. The student's hours in both distance and classroom programs will be included in the NRS reports.

With the inception of reporting distance education activities, two new NRS tables will be available. Each of these tables will be generated demonstrating the program's performance each fiscal year specific to distance education activities. Descriptions of these new tables follow.

- *Table 4C* reports educational gains for distance learners. This table will be identical to Table 4 with the exception that only students identified as distance education learners (i.e., those who have a majority of hours as proxy hours) will be reported. No traditional students will be reported on this new table.
- *Table 5A* reports follow-up outcomes for distance learners. This table will be identical to Table 5 with the exception that only students identified as distance education learners will be reported. No traditional students will be reported on this new table.

D. RESOURCES FOR TECHNICAL ASSISTANCE AND PROFESSIONAL DEVELOPMENT

Integrating distance education opportunities into a program's service delivery requires thorough planning and professional development. Teaching in a distance education format requires different skills and competencies than those required in an exclusively classroom-based program. Program staff may request further technical assistance and training from either the Office of Adult Education and Literacy (OAEL) or the Virginia Adult Learning Resource Center (VALRC). Contact information for each is below.

Virginia Department of Education
Office of Adult Education and Literacy
Telephone: (804) 225-2053
Fax: (804) 225-3352
Toll Free: (800) 292-3820
Web site: http://www.doe.virginia.gov/instruction/adulted/index.shtml

Virginia Adult Learning Resource Center (VALRC)
Telephone: (804) 828-6521
Toll Free: (800) 237-0178
Fax: (804) 828-7539
Web site: http://www.valrc.org/

IV.   APPENDICES

APPROVED DISTANCE EDUCATION CURRICULA

Each distance education curricula approved for use by the OAEL must be produced by a reputable educational publisher, be appropriate for specific adult education populations, provide accommodations for learners with disabilities, and have some research-based evidence of both reliability and validity. The following is a brief explanation of each category presented.

- **Curriculum Name**: The full, official name of the curriculum

- **Delivery mode:** The media format(s) in which the curriculum is delivered: **Print, online, video, CD-ROM, or DVD**

- **Proxy hour model:** The method used to assign learner proxy hours (i.e. clock-time, teacher validation, learner mastery

- **Criteria for reporting PCH:** guidelines for calculating proxy hours

- **Target population:** The adult education population for whom the material is most appropriate
  (i.e. K12, ABE, GED, ESOL)

- **Publisher information:** The name and contact information of the publisher or producer of the curriculum

- **Description**: A brief description of the curriculum's content and features

Curriculum Name	ALEKs
Delivery mode	Online
Proxy hour model	Clock
Criteria for reporting PCH	System must track time and log out students after preset period of inactivity
PCH credit	Recorded time in system
Target population	K12, GED
Producer/publisher information	ALEKS
	IAK Educational Solutions, LLC
	32 Chalmers Street
	Springfield, MA 01118
	866-794-1974 Toll Free Office
	iak.ed@comcast.net
Description	Assessment and Learning in Knowledge Spaces (ALEKS) is a web-based assessment and learning system. ALEKS uses adaptive questioning to determine what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS avoids multiple-choice questions.

Curriculum Name	Aztec
Delivery mode	Online
Proxy hour model	Clock
Criteria for reporting PCH	System must track time and log out students after preset period of inactivity
PCH credit	Recorded time in system
Target population	ABE, Pre-GED, GED, K12
Producer/publisher information	Aztec Software
	51 Commerce Street
	Springfield, NJ 07081
	800-273-0033/913-258-0011
	http://www.aztecsoftware.com/aztec/
Description	Multi-level curricula that allow instructors to monitor student progress at a distance. Azetc describes their approach as: Assessment, Test, Learn, Practice Test (ATLPT). Includes subject areas:
	Workforce
	ESOL
	GED, K12, Post-Secondary
	Corrections
	Special Education

Curriculum Name	English for All
Delivery mode	Online, video, print
Proxy hour model	Mastery
Criteria for reporting PCH	Passed test at end of each episode @ > 70%
PCH credit	6 hours per unit(episode); total possible PCH = 120
Target population	ESOL
Producer/publisher information	Outreach and Technical Assistance Network (OTAN) P.O. Box 269003 Sacramento, CA 95826-9003 916-228-2580 or 800-894-3113 http://www.myefa.org/login.cfm
Description	Twenty 15-minute online videos (also available on CD Rom) that use learning activities embedded in illustrative storylines. Each episode includes vocabulary, comprehension, grammar, and life skills lessons. Online activities are interspersed among the video clips and are also includes on the site in PDF format.

Curriculum Name	Crossroads Café
Delivery mode	Online, video, print
Proxy hour model	Mastery
Criteria for reporting PCH	Passed unit test @ > 70%
PCH credit	6 hours per unit; total possible PCH = 120
Target population	ESOL
Producer/publisher information	KET Adult Learning, 560 Cooper Drive Lexington, KY 40502-2200 800.354.9067, fax 859.258.7396. info@ketadultlearning.org http://www.ketadultlearning.org/esl/crossroads_cafe.htm
Description	Debuting in the mid-1990s, "Crossroads Cafe" was created to help teach English [skills] to people who didn't speak the language. The show followed the lives of workers in a café and one particular customer. Materials include 26 videos with accompanying workbooks.

Curriculum Name	GED Connection
Delivery mode	Video, print, online
Proxy hour model	Teacher verification
Criteria for reporting PCH	Video: student self-report; teacher validates whether student viewed

Workbook: teacher determines % of each lesson completed |

	Internet Activities: teacher determines % of lesson completed
PCH credit	Preview and Review Tests: print based Video: .5 hrs per video
	Workbook: >75% of activities completed = 2 hrs; 50-74% = 1 hrs; total possible PCH = 48
	Internet Activities: >75% of activities completed = 2.5 hrs; 50-74% = 1.5 hrs; total possible PCH = 60
	Tests: 1 hr per; total PCH possible = 8
Target population	GED
Producer/publisher information	Kentucky Educational Television Enterprise Division 560 Cooper Drive Lexington, KY 40502 (800) 354-9067 info@ketadultlearning.org
Description	GED Connection is an integrated instructional system combining video programs, print, and online computer technology. It has a stand-alone multimedia learning system that helps adult students advance toward their GED. In addition, the LiteracyLink Online Management System allows teachers to coach adult learners as they work online, creating an adult literacy distance education system.

Curriculum Name	GED Pathway
Delivery mode	Online
Proxy hour model	Clock
Criteria for reporting PCH	System tracks time and logs out students after a preset period of inactivity
PCH credit	Recorded time in system. Maximum of 1.5 PCH per lesson or unit test.
Target population	GED
Producer/publisher information	LearnScape Solutions 4938 Hampden Lane #209 Bethesda, MD 20814 888-588-5200 http://www.gedpathway.com
Description	LearnScape's GED Pathway™ program has 66 GED prep lessons, 5 diagnostic pre-tests, 5 diagnostic post-tests,

and a GED Practice Test. After a student takes the diagnostic pre-tests, they automatically receive a custom GED practice plan based on their test results. A custom GED practice plan is comprised of any number of the 66 GED prep lessons.GED prep lessons are highly interactive, focusing on thinking skills. Specific, short practice tests are found throughout the GED prep lessons.

Curriculum Name	KeyTrain
Delivery mode	Online
Proxy hour model	Clock
Criteria for reporting PCH	System must track time and log out students after preset period of inactivity
PCH credit	Recorded time in system. Maximum 1 hour per lesson.
Target population	Pre-GED, GED
Producer/publisher information	Thinking Media A division of SAI Interactive, Inc. 340 Frazier Avenue Chattanooga, TN 37405 (423) 266-2244 info@keytrain.com
Description	KeyTrain prepares learners for the WorkKeys assessment system. The curriculum elements in KeyTrain were derived directly from ACT's Targets for Instruction. KeyTrain users benefit from ACT's extensive research into the most critical skills needed for today's workforce. Each topic includes a review of the skill, opportunities to practice the skill, and then exercises that apply the skill in real-world applications. These include both simple skill demonstrations and higher-level activities that require more complex problem-solving abilities. Context-sensitive feedback and solution keys help the student to gain further understanding.

Curriculum Name	MHC Online Suite: Pre-GED Online, GED Online, ITTS
Delivery mode	Online, CD-ROM
Proxy hour model	Clock
Criteria for reporting PCH	System must track time and log out students after preset period of inactivity
PCH credit	Recorded time in system.
Target population	ABE, GED

Producer/publisher information	McGraw Hill Contemporary 1221 Avenue of the Americas New York, NY 10020-1095 212-904-2000/212-512-2000 http://www.mcgraw-hill.com/
Description	Provides lessons based on TABE diagnostic results. Intended as a supplement to help adult learners improve their educational functioning levels. Part of a suite of three online curricula by MHC: ITTS, Pre-GED Online, and GED Online.

Curriculum Name	**NovaNET**
Delivery mode	Online
Proxy hour model	Clock
Criteria for reporting PCH	System must track time and log out students after preset period of inactivity
PCH credit	Recorded time in system.
Target population	ABE, K12, GED
Producer/publisher information	Pearson Learning/NovaNET 3075 W. Ray Road Suite 200 Chandler, AZ 85226 customerservice@pearson.com 888-827-0772 Fax: 480-907-2249 http://www.novanet.com/index.html/
Description	NovaNET Courseware is a research-based and flexible online courseware for high school and adult learners. With individualized instruction, a web-based platform, and curricula that meet state and national standards, NovaNET Courseware can be utilized in any number of education applications including credit accrual, dropout prevention, summer school, credit recovery, virtual schools, and more. The courses and interactive framework promotes objective-based mastery helping learners reach academic success at their own pace."

Curriculum Name	**Steck-Vaughn Complete GED Preparation**
Delivery mode	Print
Proxy hour model	Teacher verification
Criteria for reporting PCH	Teacher determines % of each lesson completed
PCH credit	Workbook: >75% of activities completed = 2 hrs; 50-74% = 1 hrs; total possible PCH = 47
Target population	GED

Producer/publisher information	Houghton Mifflin Harcourt Learning Technology
	181 Ballardvale Street
	Wilmington, MA 01887
	888-242-6747
	hmltcustomerservice@hmhpub.com
	http://steckvaughn.hmhco.com/en/steckvaughn.htm
Description	Each of the 6 units in Complete GED begins with an entry test that gives learners a good understanding of what the GED test is like while indicating their strengths and weaknesses. Learners are then referred to the most appropriate of the 27 lessons which are then followed by a GED Unit Review before continuing. The comprehensive GED preparation book also includes a Simulated GED Test Performance Analysis Chart for each test helps the learner determine if they need additional review.

Curriculum Name	SkillsTutor
Delivery mode	Online
Proxy hour model	Clock
Criteria for reporting PCH	System must track time and log out students after preset period of inactivity
PCH credit	Recorded time in system
Target population	K12, GED
Producer/publisher information	Houghton Mifflin Harcourt Learning Technology
	181 Ballardvale Street
	Wilmington, MA 01887
	800-894-9079
	978-376-2174 Cell
	978-661-1440 Fax
	http://www.SkillsTutor.com
Description	Over 1600 basic skills and thinking skills lessons focus on the fundamentals of learning. Quizzes and tests identify skill deficiencies and prescribe appropriate lessons. Students can practice their skills in an environment similar to standardized tests. SkillsTutor is delivered online and can be used as a teacher-aided instructional tool or as a one-on-one tutoring resource with minimal guidance. Individualized instruction, diagnostic testing, prescriptive assignments and automatic reporting are incorporated. The management system monitors progress and generates accountability reports.

Curriculum Name	USA Learns
Delivery mode	Online
Proxy hour model	Teacher verification
Criteria for reporting PCH	Teacher determines % of each lesson completed
PCH credit	Courses 1 & 2: >75% of unit activities completed = 3 hrs, 50-74% = 1.5 hrs; Total possible PCH = 120
	Course 3: >75% of unit activities completed = 1 hr.; 50-74% = .5 hrs Total possible PCH = 42
Target population	ESOL
Producer/publisher information	Sacramento County Office of Education P.O. Box 269003 Sacramento, CA 95826-9003 http://www.usalearns.org help@usalearns.org
Description	U.S.A. Learns is a free Web site funded by the U.S. Department of Education to support immigrants who want to learn or improve their English skills as they become part of American society. The Web site consists of three unique programs: **First English Course**: a 20-unit, video-based beginner-level course **Second English Course**: a 20-unit, video-based intermediate-level course **Practice English and Reading**: 42 intermediate-level stories and activities Designed as an online tool for learning English outside of a classroom, the site offers contextualized practice activities in listening, reading, writing, speaking, and life skills necessary for success at work and in the community. All instructional materials are online; there are no videos or workbooks to purchase.

Curriculum Name	Workplace Essential Skills
Delivery mode	Video, print, online
Proxy hour model	Teacher verification
Criteria for reporting PCH	Video: student self-report; teacher validates whether student viewed
	Workbook: teacher determines % of each lesson completed

	Internet Activities: teacher determines % of lesson completed
PCH credit	Preview and Review Tests: print based Video: .5 hrs
	Workbook: >75% of activities completed = 2 hrs; 50-74% = 1 hrs; total possible PCH = 48
	Internet Activities: >75% of activities completed = 2.5 hrs; 50-74% = 1.5 hrs; total possible PCH = 60
	Tests:1 hr per; total PCH possible= 8
Target population	ESOL
Producer/publisher information	Kentucky Educational Television Enterprise Division 560 Cooper Drive Lexington, KY 40502 (800) 354-9067 info@ketadultlearning.org
Description	Workplace Essential Skills is an integrated instructional system combining video programs, print, and online computer technology. It is a stand-alone multimedia learning system that helps adult students advance toward their GED and improve the basic skills they need for the workplace. In addition, the LiteracyLink Online Management System allows teachers to coach adult learners as they work on online lessons, creating an adult literacy distance education system.

Distance Education Curricula Submission Form

Return to:
Virginia Department of Education
Office of Adult Education & Literacy
PO Box 2120
Richmond, VA 23218-2120

Local Program Information

Name of Local Program _____ _____

Program Manager (Last, First) _____

Address _____

City _____ State _____ Zip _____

Email address _____ Phone (____)_____

Name of Curriculum _____

Target population   ❑ ABE   ❑ GED   ❑ ESOL   ❑ Workplace

Delivery mode ❑ Online   ❑ Print   ❑ CD/DVD   ❑ Streaming video   ❑ Other

Proxy hour validation ❑ CT   ❑ TV   ❑ LM

Recommended minimum NRS level
❑ Beg. ABE   ❑ Beg. Basic Ed.   ❑ Low Int.   ❑ High Int.   ❑ Low ASE   ❑ High ASE

❑ Beg. ESL   ❑ Low Beg. ESL   ❑ High Beg. ESL ❑ Low Int. ESL ❑ High Int. ESL ❑ Adv. ESL

Producer/publisher contact information
Producer/publisher Name_____
Address _____
City_____ State _____ Zip _____
Email address _____ Phone (____)_____
Website _____

Curriculum Description
Briefly describe the main features of the curriculum and why you recommend it for approval by the Distance Education Advisory Group. Include such features such as pre- and post-tests, prescriptive lesson assignment, feedback systems, and interface method. Use additional pages if necessary.

Adult Education Technology Questionnaire

Student Name _____ **Date** _____

1. Do you have access to a computer at home? ☐Yes ☐ No *

        * If No, where do you plan to access a computer? (Check all that apply.)
        ☐ Library
        ☐ Work
        ☐ A friend/relative's house
        ☐ School
        ☐ Other _____

2. Do you have Internet access at home? ☐Yes ☐ No *

3. If so, what type of connection do you have?
        ☐ Dial-up
        ☐Cable/DSL/ other high-speed connection (i.e. FIOs)
        ☐ Don't know

4. How often do you use a computer to access the Internet? (Choose one.)
        ☐ A few times a day
        ☐ Once a day
        ☐ Several times a week
        ☐ Once a week
        ☐ A few times a month
        ☐ Never

For each item, check the box that best describes your familiarity with the following technology tasks.

	None at all	A little	Fairly	Extremely
General computer use (basic functions, mouse, etc.)	☐	☐	☐	☐
File management	☐	☐	☐	☐
Sending email	☐	☐	☐	☐
Sending email attachments	☐	☐	☐	☐
Instant messaging (IM)	☐	☐	☐	☐
Texting (SMS)	☐	☐	☐	☐
General Web use (browsing)	☐	☐	☐	☐
Web searching	☐	☐	☐	☐
Word processing (e.g., Microsoft Word)	☐	☐	☐	☐
Creating spreadsheets (e.g., Microsoft Excel)	☐	☐	☐	☐
Creating presentations (e.g., Microsoft PowerPoint)	☐	☐	☐	☐
Taking pictures with a digital camera	☐	☐	☐	☐
Downloading pictures from a digital camera to a computer	☐	☐	☐	☐
Creating web sites	☐	☐	☐	☐
Blogging	☐	☐	☐	☐
Computer programming (C+, HTML, SQL, etc.)	☐	☐	☐	☐